

Fast Track Project
Parent-Teacher involvement: Teacher Version
Technical Report
Prepared by Shari Miller-Johnson and Anne Maumary-Gremaud
4/13/95
Edited for on-line publication by Patrick S. Malone, 11-Jan-00

Parent Teacher Involvement: Teacher Version

Table of Contents

- I. Scale Description
- II. Scale Derivation
- III. Missing Data
- IV. Subscales Means, SD's and Reliability Coefficients
- V. Subscales Correlations
- VI. Recommendations for Use

Citation

Instrument

Conduct Problems Prevention Research Group. (1991). Parent and Teacher Involvement Measure – Teacher [On-line]. Available: <http://www.fasttrackproject.org/>

Report

Miller-Johnson, S., & Maumary-Gremaud, A. (2000). Parent and Teacher Involvement Measure – Teacher (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

I. Scale Description

The Parent-Teacher Involvement Questionnaire: Teacher version is a 21-item measure developed for this project to assess facets of parent and teacher involvement. Fast Track also has a 26-item parent version, which includes most of the items on the teacher version, as well as additional items (see separate report for more detailed information). The measure assesses the amount and type of contact that occurs between parents and teachers, the parent's interest and comfort in talking with teachers, the parent's satisfaction with their children's school and the parent's degree of academic stimulation with their children (e.g. reading to them, taking them to the library). The answers are coded on a 5-point scale ranging from "no events" to a "great occurrence of events".

II. Scale Derivation

An exploratory principal components factor analysis with varimax rotation was conducted on the normative sample of the Cohort 1, year 2 data. Five eigenvalues greater than 1.0 were found. Examination of the scree plot showed two large factors, followed by three lower values. Examination of various factor structures showed the 3-factor solution to yield the best findings in terms of minimizing double loadings and providing a conceptual fit to the resulting subscales. Specifically:

Items # 12 -18, 20 and 21: assess the parent's comfort in their relationship with the teacher and the school in general;

Items # 5,6,7,11,19: assess the parent's involvement and volunteering at their child's school;

Items # 1,2,3,4,8,9: assess parent-teacher contact.

Item # 10 (frequency the teacher invited the parent to a PTA meeting) had low loadings on all the factors, and was deleted from future analyses. Maximum likelihood factor analyses with varimax and promax

rotations were than conducted, with 2 and 3 factors. The 3 factor solution yielded consistent results as found in the previous principal components analysis. The 2-factor solution had several double loading items.

The reliability coefficients were then computed for the 3-factor solution, as follows:

<i>Parent Comfort and Endorsement of School</i>	.93
<i>Parent Involvement</i>	.79
<i>Parent-Teacher Contact</i>	.68

There was a relatively high correlation between the *Parent Involvement* and the *Parent Comfort and Endorsement of school* factors ($r=.64$).

III. Missing Data

26 subjects had missing data for this measure, 10 from the Washington site, 13 from the Pennsylvania site, and 3 from the Durham site. None were missing the entire scale. As per guidelines for handling missing data, a new value was created for the subject by computing the mean value of the other items in this subscale, if less than 50% of the subscale data was missing for this subject.

IV. Subscale Means, SD's, and Reliabilities PTI T COHORT1 YEAR2

Parent Comfort and Endorsement of School Subscale

All Groups Combined

Analysis Variable : T2BCESCR Comfort and endorsement of school mean
N Mean Std Dev Chronbach Alpha
599 2.1481428 0.9656661 0.932610

All Groups Combined by Site

Analysis Variable : T2BCESCR Comfort and endorsement of school mean
SITE Obs N Mean Std Dev
DURH 164 163 2.1983640 1.0573944
NASH 143 143 2.0116550 0.9691569
PENN 163 163 2.1820798 0.9350517
WASH 131 130 2.1927579 0.8714903

Normative Sample

Analysis Variable : T2BCESCR Comfort and endorsement of school mean
N Mean Std Dev Chronbach Alpha
377 2.2277152 0.9937470 0.933967

Normative Sample by Site

Analysis Variable : T2BCESCR Comfort and endorsement of school mean
SITE NORM Obs N Mean Std Dev
DURH N 100 99 2.2951740 1.0365166
NASH N 97 97 1.9679267 1.0231325
PENN N 97 97 2.3815706 0.9228620
WASH N 84 84 2.2705380 0.9462912

Parent Involvement Subscale

All Groups Combined

Analysis Variable : T2BISCR Parent involvement mean score
N Mean Std Dev Chronbach Alpha
600 0.9547333 0.5871606 0.752233

All Groups Combined by Site

Analysis Variable : T2BISCR Parent involvement mean score
SITE Obs N Mean Std Dev
DURH 164 163 0.9919018 0.5548646
NASH 143 143 0.8797203 0.6280486
PENN 163 163 0.8925153 0.5335467
WASH 131 131 1.0677863 0.6273930

Normative Sample

Analysis Variable : T2BISCR Parent involvement mean score
N Mean Std Dev Chronbach Alpha
377 0.9958621 0.6480838 0.790107

Normative Sample by Site

Analysis Variable : T2BISCR Parent involvement mean score
SITE NORM Obs N Mean Std Dev
DURH N 100 99 1.0331313 0.5998106
NASH N 97 97 0.8432990 0.6850954
PENN N 97 97 0.9764948 0.6012141
WASH N 84 84 1.1504762 0.6807967

Parent Teacher Contact Subscale

All Groups Combined

Analysis Variable : T2BCSCR Parent-Teacher contact mean score
N Mean Std Dev Chronbach Alpha
600 1.1368519 0.5041548 0.682804

All Groups Combined by Site

Analysis Variable : T2BCSCR Parent-Teacher contact mean score
SITE Obs N Mean Std Dev
DURH 164 163 1.1942740 0.4292398
NASH 143 143 1.3741259 0.5712932
PENN 163 163 0.9195637 0.4657490
WASH 131 131 1.0767600 0.4310733

Normative Sample

Analysis Variable : T2BCSCR Parent-Teacher contact mean score
N Mean Std Dev Chronbach Alpha
377 1.1076481 0.4962079 0.679196

Normative Sample by Site

Analysis Variable : T2BCSCR Parent-Teacher contact mean score
SITE NORM Obs N Mean Std Dev
DURH N 100 99 1.2087542 0.3789706
NASH N 97 97 1.2817869 0.5586861
PENN N 97 97 0.8834479 0.4965907
WASH N 84 84 1.0462963 0.4352149

V. Subscale Correlations

Normative sample:

	Parent Comfort and Endorsement of School	Parent Involvement	Parent-Teacher Contact
Parent Comfort and Endorsement of School	1.00000	0.64000	0.30
Parent Involvement	0.64000	1.00000	0.40
Parent-Teacher Contact	0.30	0.40	1.00000

High Risk sample:

	Parent Comfort and Endorsement of School	Parent Involvement	Parent-Teacher Contact
Parent Comfort and Endorsement of School	1.00000	0.58000	0.33000
Parent Involvement	0.58000	1.00000	0.44
Parent-Teacher Contact	0.33000	0.44000	1

VI. Recommendations for Use

It is recommended that the mean subscales scores for Parent Comfort and Endorsement of School, Parent Involvement and Parent Teacher Contact be utilized for analyses. Raters tend to view aspects of Parent Comfort and Endorsement of school and Parent Involvement in an unidimensional fashion, as evidenced by the moderately high inter-subscale correlation. However, the subscales demonstrate adequate reliability and distinctions may prove useful in detecting intervention effects and examining the role of parent-teacher involvement in children's adjustment.